

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: St. Paul Elementary

District: Clarendon School District One

Principal: Mrs. Patricia R. Middleton

Superintendent: Dr. Rose H. Wilder

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

St. Paul Elementary School, located in rural Summerton was known as St. Paul Primary School. St. Paul Primary School was the home for students in grades PreK-3rd grades. In the fall of 2003, the district saw a need to push for the completion of the Summerton Early Childhood Center (SECC) to house students in grades PreK-2nd. Since the district did not have a “true” elementary and middle school, the addition of the Early Childhood Center would make way for the formation of a “true” middle and elementary school. Renovations to SECC were originally started in the spring of 2000 under the leadership of a former superintendent but were halted because of funding. Upon the completion of the Summerton Early Childhood Center in the summer of 2007, plans were implemented to have fourth and fifth grade students and teachers transferred to the former St. Paul Primary site while third grade students and teachers remained. The school was renamed St. Paul Elementary School. The Summerton Early Childhood staff and students were transferred to the SECC site (PreK-2nd) and a new principal was named.

St. Paul Elementary has an enrollment of 203 students in grades 3-5. The demographic makeup is 97 percent African American, 2 percent Caucasian and 1 percent Hispanic. Of this population, 97% of the students qualify for free/reduced lunch. The administrative staff consists of a Principal, Curriculum Resource Teacher, Cross Curriculum Technology Trained Coach, and an administrative assistant. St. Paul Elementary pride itself on its highly qualified staff. There are twelve certified classroom teachers, two special education teachers, one Save the Children Literacy Coordinator, .5 speech pathologist, .5 media specialist, .5 physical education teacher, .5 art teacher and .5 music teacher. The support staff consist of one nurse, one paraprofessional, one computer lab technician, one food service manager, three food service operators, 2.5 custodians, and 6 foster grandparents.

After an intense look at our PACT and MAP's Data, the School Leadership Team along with the teachers of St. Paul Elementary were compelled to identify two Student Achievement Focused Goals, two Principal Instructional Leadership Goals and two District Administrators Leadership Goals to increase student achievement. The data revealed inadequate performances in the areas of reading and math as a result of a reconfiguration of our school, retention of staff, insufficient use of assessment results, and the use of instructional best practices. Based on these findings the School Leadership Team developed the following goals: By March 1, 2009, using a correlation of MAP Reading and Language Usage Rasch (RIT) scores, at least 40% of 3rd, 4th, and 5th grade students will score 10 points or more from fall to spring administration of MAP; and By March 1, 2009, using a correlation of MAP Math RIT scores, at least 40% of 3rd, 4th, and 5th grade students will score 10 points or more from fall to spring administration of MAP. Upon achieving the outlined goals as committed to by the administration, faculty and staff, student achievement will increase in order to meet Expected Progress by 2010.

Percentages of Students Basic and Below Basic on PACT

	Third			Fourth			Fifth		
Subject	2005	2006	2007	2005	2006	2007	2005	2006	2007
Math	83.6	73.6	74.3	86.2	91.7	85.5	88.9	91.9	95.1
ELA	55.2	40.9	60.6	90.4	86.7	79	88.9	87.8	85.5
Science	91.3	73.7	60.6	90.6	90.2	87.1	90.5	91.9	90.6
Social Studies	69.5	36	42.5	88.2	90.2	82.3	92.1	97.3	86.7

In 2006, 74.1 percent of African American students, 75.5 percent of our free/reduced students, and 72.7 percent Special Education students in third grade scored basic and below in Mathematics. 37.1 percent of African American students, 39.6 percent of our free/reduced students, 63.7 percent of our Special Education students scored basic and below on ELA in third grade.

In 2006, 87 percent of African American students, 86.9 percent of our free/reduced students, and 100 percent Special Education students in fourth grade scored basic and below in Mathematics. 90 percent of African American students, 91.3 percent of our free/reduced students, 100 percent of our Special Education students scored basic and below on ELA in fourth grade.

In 2006, 88 percent of African American students, and 89.9 percent of our free/reduced students in fifth grade scored basic and below in Mathematics. 91.3 percent of African American students, and 91.5 percent of our free/reduced students scored basic and below on ELA in fifth grade.

It is clearly indicated from the data above that our goals should focus on instruction in reading, language usage (writing) and mathematics. Research has shown that students who are able to read and write at grade level perform in all core areas. MAP will be the measurement tool used to increase student achievement.

Test Data Palmetto Achievement Challenge Test

The Palmetto Achievement Challenge Test (PACT) is administered to students in grades three through five. Three white students were tested on 2007 and PACT data were not available for this subgroup for the 2007 Annual School Report Card. There was insufficient number of white students to form a subgroup.

- Three Years of Data In Chart Form

African American

All Students	2005			2006			2007		
	Third	Fourth	Fifth	Third	Fourth	Fifth	Third	Fourth	Fifth
Below Basic	23.9	44.6	50.4	15.2	54.8	62.8	34.0	25.2	48.7
Basic	51.3	44.0	40.5	41.9	36.7	30.6	48.0	49.9	37.4
Proficient	19.9	9.2	6.4	32.2	7.5	5.0	32.1	22.0	11.2
Advance	4.7	1.9	2.5	10.6	.9	1.0	1.0	2.8	2.3

Disabled	2005			2006			2007		
	Third	Fourth	Fifth	Third	Fourth	Fifth	Third	Fourth	Fifth
Below Basic	39.1	81.7	0	21.4	77.1	94.6	15.9	52.5	41.9
Basic	37.5	15.0	0	39.2	14.7	5.3	9.1	22.5	16.2
Proficient	19.6	3.0	0	37.5	8.1	0	0	0	1.7
Advance	3.0	0	0	1.7	0	0	0	0	0

Males	2005			2006			2007		
	Third	Fourth	Fifth	Third	Fourth	Fifth	Third	Fourth	Fifth
Below Basic	37.8	47.9	45.0	15.8	57.3	63.9	20.3	30.3	52.8
Basic	51.4	40.3	44.0	40.8	31.4	28.4	35.8	40.1	41.7
Proficient	2.7	8.8	6.0	33.3	9.3	7.0	30.1	25.3	2.8
Advance	8.1	2.9	5.0	9.9	2.9	.7	14.9	4.1	2.8

Females	2005			2006			2007		
	Third	Fourth	Fifth	Third	Fourth	Fifth	Third	Fourth	Fifth
Below Basic	25.6	40.2	49.3	13.7	49.0	57.2	17.3	22.1	22.1
Basic	49.6	49.1	41.4	42.7	41.6	34.7	39.9	45.1	57.9
Proficient	22.0	10.0	7.9	33.0	10.1	5.9	20.1	18.3	18.3
Advance	2.4	1.2	1.3	10.5	.9	1.8	22.6	1.3	1.5

Sub-sidized Meals	2005			2006			2007		
	Third	Fourth	Fifth	Third	Fourth	Fifth	Third	Fourth	Fifth
Below Basic	24.5	45.0	50.0	14.2	54.2	59.7	18.4	21.1	26.0
Basic	52.0	45.2	41.0	42.3	35.0	32.3	38.0	49.4	49.4
Proficient	20.3	8.2	6.8	32.2	28.6	6.6	24.0	21.6	21.7
Advance	2.4	1.4	1.7	10.1	2.1	1.4	18.1	2.8	2.8

Student/Teacher Attendance Rate

	2005	2006	2007
% Student Attendance Rate	96.0	96.0	96.8
% Teacher Attendance Rate	92.6	94.8	96.3

School Timeline

2008 – 2009 School Timeline	
July	<ul style="list-style-type: none"> ▪ Identify Leadership Team Members and Develop Leadership Team schedule ▪ Analyze staff surveys to determine staff development needs (school developed survey) ▪ Order needed instructional supplies and materials ▪ Schedule MAP in-service on RIT Band Instruction & Data Interpretation ▪ Schedule and plan “Summer Instructional Institute (4-days) ▪ Schedule Fall in-services ▪ Develop Staff Development Plan and schedule ▪ Develop Success Maker schedule ▪ Develop MAP and STAR Assessment schedules ▪ Develop monthly “Skill Timelines” ▪ Analyze “Study Island” data ▪ Analyze Success Maker data
August	<ul style="list-style-type: none"> ▪ Implement Leadership Team meetings ▪ Finalize and publish all schedules ▪ Draft School-wide Writing Plan ▪ Draft teacher and student incentive criteria ▪ Review Preliminary PACT data ▪ Publish 2008-09 Staff Development Plan ▪ Implement 2-day Summer Instructional Institute ▪ Principal and E2T2 Math/Science Coach attend Math Out of the Box Training ▪ Participate in district/school in-services ▪ Identify staff for “Early Morning JumpStart ” ▪ Plan for Map Tracker Lesson Plan training ▪ Administer STAR Reading Assessment ▪ Administer MAP Assessment
September	<ul style="list-style-type: none"> ▪ Analyze 2008 PACT data ▪ Analyze MAP Assessment data ▪ Analyze Success Maker data ▪ Implement Map Tracker Lesson Plan training ▪ Begin book study of Marzano’s <u>What Works in Schools</u> ▪ Schedule parent/student conferences for goal setting conferences ▪ Implement “Early Morning Jumpstart” ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices
October	<ul style="list-style-type: none"> ▪ Implement RIT Band Instruction ▪ Review AYP data ▪ Identify students who were less than 15 points from scoring proficient/advance on PACT (“PACT Academy” candidates) ▪ Purchase software for PACT Academy Afterschool Program

	<ul style="list-style-type: none"> ▪ Review student report cards & grade distributions ▪ Review teacher lesson plans and observation data to monitor classroom implementation of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and daily instructional practices ▪ Analyze Success Maker data
November	<ul style="list-style-type: none"> ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and instructional practices ▪ Analyze Success Maker data ▪ Administer MAP Assessment ▪ Analyze MAP data
December	<ul style="list-style-type: none"> ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and instructional practices ▪ Analyze Success Maker data
January	<ul style="list-style-type: none"> ▪ Implement “Study Island” ▪ Implement “PACT Academy” ▪ Analyze MAP data ▪ Recognize teachers and students for meeting the MAP criteria ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and instructional practices ▪ Analyze “Study Island” Data ▪ Analyze Success Maker data
February	<ul style="list-style-type: none"> ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and instructional practices ▪ Analyze “Study Island” Data
March	<ul style="list-style-type: none"> ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and instructional practices ▪ Administer MAP assessment ▪ Analyze MAP data ▪ Analyze Success Maker data ▪ Analyze “Study Island” Data ▪ Recognize teachers and students meeting the MAP criteria
April	<ul style="list-style-type: none"> ▪ Review teacher lesson plans and observation data to monitor classroom implementations of best teaching practices and data ▪ Conduct classroom walkthrough observation of daily RIT Band Instruction and instructional practices ▪ Analyze “Study Island” Data ▪ Administer MAP assessment

	<ul style="list-style-type: none"> Analyze MAP data Analyze Success Maker data
May	<ul style="list-style-type: none"> Review teacher lesson plans and observation data to monitor classroom implementations of Professional Development Conduct classroom walkthrough observation of daily RIT Band Instruction Analyze "Study Island" Data Analyze Success Maker data

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, at least 40% of 3rd, 4th, and 5th grade students will demonstrate at a 10 point RIT gain from fall 2008 to spring 2009 administration of MAP reading assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Implement best teaching practices in reading and writing to improve students' performance on formal and informal assessments.	Principal, P. Middleton, Asst. Supt. Of Instruction ; B. Ragin, Classroom Teachers	August 2008	<ul style="list-style-type: none"> • A 2-day institute will provide teachers intense training on best teaching practices in the areas of reading and, writing to improve instructional delivery in ELA classes. • Teachers will model effective practices daily in reading and writing by implementing word wall activities, guided and self-selected reading to improve school-wide reading and writing scores. • Classroom observations and feedback will be provided to teachers weekly to ensure on-going implementation of word wall activities, student conferencing, guided and self-selected reading and the writing process to improve students' ability to read and write effectively. • ELA Lesson Plans will be aligned to standards and reviewed weekly with appropriate feedback to teachers to impact instruction. • At least once a month, the principal will monitor teachers' effectiveness in instructional delivery by reviewing students' progress on informal and formal assessments in ELA. Mrs. Middleton, F. Wilson, S. Davis

2. Provide professional development for all teachers on the effective use of formative data to plan and drive instruction.	Principal, P. Middleton; Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	August 2008	<ul style="list-style-type: none"> • A school-wide Data Wall will be constructed to display student/class data for the purpose of maintaining a focus/reflection of students' academic strengths and weaknesses to improve achievement. • Teachers will maintain a "Data Portfolio of individual student performance as a tool to effectively plan for individual student needs. Students will also maintain a data portfolio for reflection and goal setting. • Teachers will analyze data through bi-weekly collaborative discussions in grade level and content level meetings to effectively plan for instruction. • An annotation of data will be indicated in daily lesson plans to ensure that data is used to plan and drive instruction. • Teachers will conference and have goal setting conferences with students to reflect quarterly on their individual growth to guide and improve their achievement. • Classroom observations and feedback will be conducted weekly to ensure that the use of data is planned for and used effectively at St. Paul Elementary School. Data will be monitored quarterly to ensure that time is allotted adequately. Class schedules will be modified to when necessary to fulfill the 20 hour requirement as outlined in the program. <p>Mrs. Middleton, Mrs. Wilson, and Mrs. S. Davis</p>
3. Implement Early Morning "Jump Start" Program to improve student skills in math, reading, and writing.	Teachers, Curriculum Resource Teacher, Principal	September 2008	<ul style="list-style-type: none"> • Students arriving to school before 7:00 AM will be provided structured activities in reading, writing and math aligned with instruction and their individual data to improve area of academic weaknesses. • The Pearson Learning Lab, Study Island and Interactive technology will be utilized to accelerate student achievement. <p>F. Wilson</p>
4. To improve students' performance on MAP Reading, Reading RIT Band Instruction for all 3 rd , 4 th , and 5 th grade students will be implemented.	Principal, Middleton; Curriculum Resource	September 2008	<ul style="list-style-type: none"> • The Leadership Team will schedule and visit local school(s) to observe RIT Band Instruction in an effort to effectively implement daily RIT Band Instruction for student improvement.

	Teacher, F. Willson		<ul style="list-style-type: none"> Plan and provide staff development on RIT Band Instruction to ensure effective instructional delivery based on student needs. Individually prescribed 30-minute RIT Band Instruction, based on assessment data, will be provided to 3rd – 5th grade students to improve skills in ELA. Develop and implement an incentive program for teachers and students for increasing MAP RIT scores to encourage and motivate continuous academic growth. Student progress will be monitored through student conferences, parent conferences, and performance based assessments to improve instruction. <p>P. Middleton, F. Wilson</p>
5. Teachers will improve students' ability to think critically when responding to both written and oral language through "best practices" for improving instructional planning and delivery.	Teachers, Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis, Classroom Teachers	October 2008	<ul style="list-style-type: none"> Bi-weekly professional development will be provided to teachers on developing effective strategies to increase rigor in reading, writing, and math. Teachers will develop questions that foster critical thinking using the Revised Blooms Taxonomy to increase students' ability to think critically and analytically on weekly assessments. Post key words that signal questions that generate critical thinking in the classroom. Weekly lesson plans will indicate instructional planning that promotes higher order thinking skills as demonstrated through learning activities and assessments. Administrative staff and peer coaches will conduct weekly classroom observations and provide teachers with constructive feedback on questioning techniques/strategies. <p>P. Middleton, F. Wilson, G. Snider, S. Davis</p>
6. The Curriculum Resource Teacher and the principal will attend grade level and content level meetings monthly to create a collaborative culture for planning effectively.	Principal Middleton, CRT F. Wilson, and B. Ragin, Asst. Supt.	October 2008	<ul style="list-style-type: none"> A weekly Curriculum Newsletter will be published to keep the instructional staff abreast of available instructional resources, upcoming staff developments, featured articles, and internet links to increase student achievement. Bi-weekly collaborative planning meetings will be held with grade levels to ensure that teachers are planning and implementing learning activities that

			<p>are aligned with standards and student needs.</p> <ul style="list-style-type: none"> • Quarterly surveys will be administered to the staff to determine staff development needs. • A collection of audio and video materials will be available for staff viewing in an effort to increase staff and administration communication on student achievement. <p>P. Middleton, F. Wilson</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, at least 40% of 3rd, 4th, and 5th grade students will demonstrate at a 10 point RIT gain from fall 2008 to spring 2009 administration of MAP math assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

<p style="text-align: center;">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;">Person(s) Responsible (Position/Name)</p>	<p style="text-align: center;">Start Date of Strategy</p>	<p style="text-align: center;">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>1. Implementation of best practices in math to mentally and actively engage all students at all times.</p>	<p>Principal, P. Middleton, Asst. Supt. Of Instruction ; B. Ragin, S. Davis, Math Coach, 3-5 Math Teachers,</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • Staff development will provide teachers training on the use of math manipulatives to improve students' critical thinking and reasoning skills. • Daily observation with appropriate feedback to teachers on effective implementation of hands-on math activities and the SC Curriculum standards to ensure instructional alignment to the curriculum and instructional delivery. • Teachers will develop formal/informal assessments to be reviewed for alignment to the curriculum and instruction to improve student achievement in mathematics. • Teachers will collaborate within and across grade level team meetings analyzing samples of student work/assessments. This kind of collaboration will assist with instructional planning and delivery. <p>Middleton, Wilson, Davis</p>
<p>2. The Curriculum Resource Teacher and the principal will attend grade level and content level meetings monthly to create a collaborative culture for planning effectively.</p>	<p>Principal, P. Middleton; Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis Counselor, G. Snider, Grades 3 – 5</p>	<p>Sept. – Oct. 2008</p>	<ul style="list-style-type: none"> • The Leadership Team will schedule and visit local school(s) to observe RIT Band Instruction in an effort to effectively implement daily RIT Band Instruction for student improvement. • Plan and provide staff development on RIT Band Instruction to ensure effectively instructional delivery based on student needs. • Provide daily 30-minute RIT Band instruction to 3rd – 5th grade students based on assessment data and student needs. • Develop and implement an incentive program for teachers and students for increasing MAP RIT scores on the fall and spring MAP assessment.

	Teachers		<ul style="list-style-type: none"> Student progress will be monitored through student conferences, parent conferences, and performance based assessments. Middleton, Wilson, Davis
3. Implement Early Morning “Jump Start” Program to improve student learning.	Grades 3 – 5 Teachers, Curriculum Resource Teacher, Principal	September 2008	<ul style="list-style-type: none"> Students arriving to school before 7:00 AM will be provided structured activities in reading, writing and math aligned with instruction and their individual data to improve area of academic weaknesses. The Pearson Learning Lab, Study Island and Interactive technology will be utilized to accelerate student achievement. F. Wilson
4. Teachers will improve students’ ability to think critically when responding to both written and oral language through “best practices” for improving instructional planning and delivery.	Grades 3 – 5 Teachers, Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	October 2008	<ul style="list-style-type: none"> Professional development will be provided to teachers on developing effective strategies to increase rigor in reading, writing, and math. Teachers will develop questions that foster critical thinking using the Revised Blooms Taxonomy. Post key words that signal questions that generate critical thinking in the classroom high order thinking and reasoning skills. Lesson plans will indicate instructional planning that promotes students’ higher order thinking skills in math. Administrative staff and peer coaches will conduct classroom observations and provide teachers with constructive feedback on their instruction progress in teaching questioning techniques and strategies.
5. The Curriculum Resource Teacher, Math Coach, and principal will attend grade level and content level meetings monthly to create a collaborative culture for planning effectively.	Grades 3 – 5 Teachers, Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	October 2008	<ul style="list-style-type: none"> A weekly Curriculum Newsletter will be published to keep the instructional staff abreast of available instructional resources, upcoming staff developments, featured articles, and internet links to increase student achievement. Bi-weekly collaborative planning meetings will be held with grade levels to ensure that teachers are planning and implementing learning activities that are aligned with standards and student needs. Quarterly surveys will be administered to the staff to determine staff development needs. A collection of audio and video materials will be available for staff viewing in an effort to increase staff and administration communication on student achievement. P. Middleton, F. Wilson

6. Implement daily math fact drills to increase student basic math competencies.	Grades 3 – 5 Teachers, Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	October 2008	<ul style="list-style-type: none"> • Five – minute fact drills will be administered daily to improve students' fact drill competencies. • Yearly Multiplication Fact Bowl will be held to encourage rote memorization of multiplication facts. • The principal will administer monthly fact drills to monitor students' progress. • Students will be recognized each semester for 100% mastery of math facts.
7. A research–based math supplemental program will be implemented to improve	Grades 3 – 5 Teachers, Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	October 2008	<ul style="list-style-type: none"> • The principal and math coach (C2T2) will attend an overview meeting/training of Math Out of the Box. • Teachers will be provided training on the effective use and implementation MOB. • Plan and provide staff development on RIT Band Instruction to ensure effectively instructional delivery based on student needs. • Student progress will be monitored through student conferences, parent conferences, and performance based assessments. <p>Middleton, Wilson, Davis</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, at least 40% of 3rd, 4th, and 5th grade students will demonstrate at a 10 point RIT gain from fall 2008 to spring 2009 administration of MAP language usage assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Implement best teaching practices in language usage, reading, and writing to improve students' performance on formal and informal assessments	Principal, P. Middleton, Asst. Supt. Of Instruction ; B. Ragin,	August 2008	<ul style="list-style-type: none"> • A 2-day institute will provide teachers intense training on best teaching practices in the areas of reading and, writing to improve instructional delivery in ELA classes. • Teachers will model effective practices daily in reading and writing by implementing word wall activities, guided and self-selected reading to improve school-wide reading and writing scores. • Classroom observations and feedback will be provided to teachers weekly to ensure on-going implementation of word wall/vocabulary activities, student conferencing, guided and self-selected reading and the writing process to improve students' ability to read and write effectively. • ELA Lesson Plans will be aligned to standards and reviewed weekly with appropriate feedback to teachers to impact instruction. • At least once a month, the principal will monitor teachers' effectiveness in instructional delivery by reviewing students' progress on informal and formal assessments in ELA.

2. Provide professional development for all teachers on the MAP & PACT testing, interpretation, and using MAP data to drive instruction.	Principal, P. Middleton; Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	August 2008	<ul style="list-style-type: none"> Teachers will maintain a “Data Portfolio of individual student performance as a tool to effectively plan for individual student needs. Students will also maintain a data portfolio for reflection and goal setting. Professional development sessions will be developed and conducted. Attendance rosters will be kept. Follow-up sessions will be provided. Administrative observations will document implementation and feedback will be provided to teachers and other instructional staff members. <p>P. Middleton, F. Wilson, B. Ragin</p>
3. Implement weekly Spelling drills to increase student basic spelling competencies.	Principal, P. Middleton; Teachers	August 2008	<ul style="list-style-type: none"> Spelling drills will be administered daily to improve students spelling competency. Students will participate in school, district, and state level Spelling Bee competitions. Teachers will administer spelling test from teacher generated and district approved essential word lists on their grade level each nine weeks. <p>P. Middleton, F. Wilson, B. Ragin</p>
4. Implement Early Morning “Jump Start” (Students arriving early will work in the following groups: (reading and writing)).	Teachers, Curriculum Resource Teacher, Principal	September 2008	<ul style="list-style-type: none"> Students arriving to school before 7:00 AM will be provided structured activities in reading, writing and math aligned with instruction and their individual data to improve area of academic weaknesses. The Pearson Learning Lab, Study Island and Interactive technology will be utilized to accelerate student achievement. Attendance and progress reports will be maintained. <p>P. Middleton, F. Wilson, B. Ragin</p>
5. Research, develop and implement an incentive program for teachers and students for increasing MAP RIT scores.	Principal, Middleton; Curriculum Resource Teacher, F. Wilson	September 2008	<ul style="list-style-type: none"> The School Leadership Team (SLT) and student advisors will research and develop an incentive program. This incentive program will be reviewed by the School Improvement Council and faculty and implemented as outlined. A record of recipients will be maintained. <p>P. Middleton, F. Wilson, B. Ragin</p>

6. Implement Language Usage/Reading RIT Band Instruction for all 3rd – 5th grade students.	Teachers, Curriculum Resource Teacher, F. Wilson; Testing Coordinator, S. Davis	October 2008	<ul style="list-style-type: none"> Teachers will implement Daily Oral Language to improve students' grammar skills. The Leadership Team will schedule and visit local school(s) to observe RIT Band Instruction in an effort to effectively implement daily RIT Band Instruction for student improvement. Plan and provide staff development on Language Usage RIT Band Instruction to ensure effective instructional delivery based on student needs. Individually prescribed 30-minute RIT Band Instruction, based on assessment data, will be provided to 3rd – 5th grade students to improve skills in Language Usage. Develop and implement an incentive program for teachers and students for increasing MAP RIT scores to encourage and motivate continuous academic growth. Student progress will be monitored through student conferences, parent conferences, and performance based assessments to improve instruction. <p>P. Middleton, F. Wilson</p>
7. Implement "Word of the Day" activity.	Teachers, Curriculum Resource Teacher, F. Wilson	September 2008	<ul style="list-style-type: none"> Teachers will implement daily vocabulary lessons to improve students' vocabulary skills. <p>F. Wilson</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009 100% of teachers at St. Paul Elementary School will effectively implement best teaching practices in instruction by demonstrating proficiency on five of ten observations by November 2008 using the district observation instrument in ELA and Math to ensure that 40% of all students will improve in ELA and math as evidenced by an increase of 10 or more RIT Points on the spring (February 2009) MAP assessment as compared to the fall (August 2008) MAP assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Establish a collaborative learning community for all instructional staff members to increase student achievement and improve teaching.	Principal P. Middleton	August 2008	<ul style="list-style-type: none"> • Study groups will be utilized to stimulate inquiry and reflection on focus goals of St. Paul Elementary. • Time will be allotted for common planning among grade and content levels to target specific areas for instructional improvement. • The principal will develop peer observation schedules to ensure that teachers observe peers to gain new strategies and techniques to foster student achievement. • Student data analysis reports will be collected from teachers and reviewed by the principal to ensure students are progressing academically. • Classroom observations will be conducted to ensure teachers' implementation of the "What Works in Schools" Model to enhance student achievement. • The principal will communicate goals regularly to the instructional staff and formally and informally keep them in the forefront of reflective conversations about student achievement to ensure continuous academic growth. • Establish routines for communication that minimize or eliminate interruptions and distractions during instructional time to ensure

			<p>maximum use of instructional time.</p> <ul style="list-style-type: none"> An “Instructional Protocol” will be implemented to ensure effective teaching and learning. <p>P. Middleton</p>
<p>2. Provide professional development on best teaching practices in reading, writing, and math that are coordinated with the school’s student achievement goals to focus on continuous improvement of teaching and learning.</p>	<p>Principal P. Middleton</p>	<p>August 2008</p>	<ul style="list-style-type: none"> Classroom observations will be done weekly by the administrative staff to ensure effective implementation of best teaching practices for increase student performance. Lesson plans will be monitored to ensure that teachers are planning for and implementing differentiated instruction. Class schedules will be re-structured to allow time for daily RIT Band Instruction in reading and math to improve student performance on formal and informal assessments. Formal and informal assessments will be monitored by the administrative staff to ensure students are assessed on grade level standards for continuous growth. Provide feedback on classroom practices and student learning through multiple strategies (lesson study, student work, observations, and team planning) to ensure the aligned and intended curriculum of St. Paul Elementary School is carried out effectively. To ensure the academic success of all students, the administrative team will develop and model techniques for effective lesson design that include how to effectively communicate learning goals, how to help students acquire and transfer their knowledge, how to help students practice and review knowledge, and how to determine if students have learned the knowledge. P. Middleton, B. Ragin
<p>3. Allocate funds to purchase instructional resource materials for teacher use to increase student performance in math, reading and writing</p>	<p>Principal, P. Middleton</p>	<p>September 2008</p>	<ul style="list-style-type: none"> Survey instructional staff to determine the types of instructional materials needed to increase student achievement. A resource room will be organized to include a “lending library “ which will allow teachers to checkout instructional materials to increase

			<p>student learning.</p> <ul style="list-style-type: none"> • Purchase instructional materials based on instructional priorities to ensure student learning and effective teaching methods to improve teaching and learning.
4. Provide assistance to the leadership team in developing an incentive program for teachers whose students show academic improvement.	Principal P. Middleton	October 2008	<ul style="list-style-type: none"> • Recognize, both formally and informally, teachers whose teaching is congruent with the goals of the school and district to motivate continuous improvement. • Recognize and award teachers whose classes have 40% of students improve their RIT schools 10 points from Fall 2008 to Spring 2009.
5. Provide assistance to the leadership team in developing an incentive program for students that improve their RIT scores by 10 points from Fall 2008 to Spring 2009.	Principal P. Middleton	October 2008	<ul style="list-style-type: none"> • Recognize, both formally and informally, students whose RIT scores improve 5 – 10 points to motivate continuous improvement. • A special field trip will be planned for those students that improve their RIT scores 10 or more points in the Spring 2009.
6. Provide support the Curriculum Resource Teacher (CRT) in implementing “Early Morning JumpStart”.	Principal P. Middleton	September 2008	<ul style="list-style-type: none"> • Allocate funds to employ “Early Morning JumpStart” staff to provide instructional activities for students arriving to school before 7:00 AM.. • Assist CRT with developing “Early Morning JumpStart” Manual ensure that the program meets the needs of students and assist teachers with teaching and implementation. • Identify and schedule students for “Early Morning JumpStart” that will allow students to participate in structured learning activities designed to increase student achievement.
7. Provide support to the CRT and C2T2 Coach in implementing instructional activities designed to encourage continuous academic improvement.	Principal P. Middleton	September 2008	<ul style="list-style-type: none"> • A fall and spring Multiplication Bowl will be held to promote rote memorization of multiplication facts. • Students in grades 3 – 5 will participate in school, district and state spell bee competitions to increase student spelling and vocabulary skills. • At least two times each month, the principal will administer fact drills to promote rote memorization of math facts. • To encourage reading among 3rd – 5th students,

			<p>monthly Accelerated Reading Bowls will be held.</p> <ul style="list-style-type: none"> • Provide incentives to students that meet goals set for math facts, spelling, and reading initiatives to encourage continuous academic growth.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009 100% of teachers will demonstrate mastery of data analysis for the purpose of improving instruction as evidenced by 40% of 3rd – 5th grade students scoring 70 or above on district administered Benchmark Assessment in math and ELA as indicated by student and class disaggregated data.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

<p style="text-align: center;">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;">Person(s) Responsible (Position/Name)</p>	<p style="text-align: center;">Start Date of Strategy</p>	<p style="text-align: center;">Indicator(s) of Implementation</p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
<p>1. Professional development will be based on analyses of achievement and instruction and differentiated for teacher and student needs.</p>	<p>Principal P. Middleton</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • On-going professional development for all teachers on using data to drive Instruction will be provided to track and improve student achievement in reading, math, and writing. • Teachers will maintain a "Data Portfolio" to monitor and track student performance to ensure consistent lesson implementation. • The Leadership Team will serve as the school's "Data Team" to examine student achievement data to identify gaps and weaknesses in student learning. • Drawing on the results from school and student data and curriculum review, the principal and staff will determine specific areas of weaknesses in instruction, establish priority areas for instructional focus, and make changes in those areas to strengthen teaching and improve student learning. • The principal will continually monitor data, looking for ways to improve instruction and student learning with necessary adjustments. • Outside facilitators or specialized training will be used, when necessary, to help teachers fully understand the different types of data and ways to use these data to further student learning. <p>P. Middleton</p>

2. Establish protocol to employ disaggregated data for use in instructional planning and instructional delivery.	Principal P. Middleton	August 2008	<ul style="list-style-type: none"> • A “Data Wall” will be established to encourage teachers’ reflective conversation on authentic assessments which will lead to overall achievement. • A data log will be maintained by the principal to monitor student learning and effective teaching practices. • Notation of differentiated instruction resulting from data analysis of student assessment will be noted in daily lesson plans to increase student learning. • Teachers will disaggregate and use data to drive instruction. • Map Tracker lesson plan will be implemented to ensure that data is used to drive instruction. • The principal will be highly visible in classrooms to show the importance of strengthening instruction that is aligned to standards, curricula, and assessments and guided by ongoing data analysis achievement outcome. <p>P. Middleton</p>
3. Implement strategies to keep parents and community members informed on student achievement.	Principal P. Middleton	September 2008	<ul style="list-style-type: none"> • Parents will participate in student goal setting conferences to improve student achievement. • Data Night will be held to inform parents and community members on student achievement data (PACT [PASS]), MAP, and district benchmarks.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, 100% of all ELA and Math teachers will demonstrate proficiency in teaching practices and instructional delivery as measured by 4 out of 6 observations using the district's observation tools to ensure that **40% of 3rd, 4th, and 5th grade students will score 10 points or more from fall (September 2008) to winter (February 2009) administration of Measures of Academic Progress (MAP) in Reading/language usage and math.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Conduct at least two observations each quarter to ensure that ELA and math teachers are utilizing instructional strategies that allow students to make and use real-life connections between mathematical and reading concepts.	Barbara Ragin, Assistant Superintendent	September 2008	A monthly report rubric detailing the two completed observations for ELA and math teachers will be provided to the administrator. Consultants contracted by the district will also provide monthly detailed reports on the frequency, types, and effectiveness of instructional related assistance provided. Barbara Ragin
2. Provide on-going professional development opportunities for teachers to ensure that instructional activities consistently require all students to use either higher order thinking strategies, problem solving, inquiry-based learning, differentiated strategies, and various multiple intelligences.	Barbara Ragin, Assistant Superintendent	October 2008	Observation notes of classroom practices will be compiled and analyzed to ascertain the degree and frequency of use of best instructional practices. Consultants contracted by the district will also provide monthly detailed reports on the frequency, types, and use of best instructional practices. Barbara Ragin
3. Meet with teacher leadership teams and curriculum facilitators so that teachers can receive assistance in implementing instructional strategies and diagnostic procedures designed to meet the identified needs of the teachers in the areas of ELA and math.	Barbara Ragin, Assistant Superintendent	October 2008	A meeting will be held at least once each quarter with ELA and math lead teachers to analyze test data, report card grade analysis sheets, and teacher created assessments. Agendas and attendance rosters will be maintained. Minutes of meetings and suggestive strategies will be disseminated to the administrator, curriculum facilitator, and leadership teams for follow-up based on specific individual needs of ELA and math teachers. Barbara Ragin
4. Provide teachers with materials and human resources needed to construct standards-based tests aligned with the curriculum.	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for instructional materials will be processed within two weeks of receipt in the Office of Instruction. ELA, math, science, and social studies consultants will be contracted to

			provide demonstration lessons, observations, conduct book studies, or serve as coaches. Consultants will provide quarterly reports and additional assistance for teachers who are not consistently using best instructional practices as measured by a walkthrough or an observation instrument. Barbara Ragin
5. Provide opportunities for certified staff to attend state, regional, and national conferences on scientifically based instructional practices in reading and writing, math, science, social studies, special education, and cultural diversity.	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for professional development will be reviewed and approved if there is an alignment with appropriate citations in either the school's renewal, Title I, or Alternative Technical Assistance plan. A review of completed teachers' Professional Development and Verification forms will be reviewed and approved for participation in off-site professional development training. Barbara Ragin
6. Review and monitor lesson plans for analysis of multiple intelligences, learning styles, higher order thinking, problem solving, and inquiry skills.	Barbara Ragin, Assistant Superintendent and Ernestine Oliver, Curriculum Coordinator	September 2008	Lesson plans review with constructive feedback will be provided to the administrator, ELA and math teachers at least twice per semester. On-site assistance will be provided to teachers demonstrating a need for in writing effective plans and will be noted on the administrator's monthly focused plans. Barbara Ragin
7. Conduct at least two observations each quarter to ensure that ELA and math teachers are utilizing instructional strategies that allow students to make and use real-life connections between mathematical and reading concepts.	Barbara Ragin, Assistant Superintendent	September 2008	A monthly report rubric detailing the two completed observations for ELA and math teachers will be provided to the administrator. Consultants contracted by the district will also provide monthly detailed reports on the frequency, types, and effectiveness of instructional related assistance provided. Barbara Ragin
8. Provide on-going professional development opportunities for teachers to ensure that instructional activities consistently require all students to use either higher order thinking strategies, problem solving, inquiry-based learning, differentiated strategies, and various multiple intelligences.	Barbara Ragin, Assistant Superintendent	October 2008	Observation notes of classroom practices will be compiled and analyzed to ascertain the degree and frequency of use of best instructional practices. Consultants contracted by the district will also provide monthly detailed reports on the frequency, types, and use of best instructional practices. Barbara Ragin
9. Meet with teacher leadership teams and curriculum facilitators so that teachers can receive assistance in implementing instructional strategies and diagnostic procedures designed to meet the identified needs of the teachers in the areas of ELA and math.	Barbara Ragin, Assistant Superintendent	October 2008	A meeting will be held at least once each quarter with ELA and math lead teachers to analyze test data, report card grade analysis sheets, and teacher created assessments. Agendas and attendance rosters will be maintained. Minutes of meetings and suggestive strategies will be disseminated to the administrator, curriculum facilitator, and leadership teams for follow-up based on specific individual needs of ELA and math teachers. Barbara Ragin
10. Provide teachers with materials and human resources needed to construct standards-based	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for instructional materials will be processed within two weeks of receipt in the Office of Instruction. ELA, math,

tests aligned with the curriculum.	Superintendent		science, and social studies consultants will be contracted to provide demonstration lessons, observations, conduct book studies, or serve as coaches. Consultants will provide quarterly reports and additional assistance for teachers who are not consistently using best instructional practices as measured by a walkthrough or an observation instrument. Barbara Ragin
11. Provide opportunities for certified staff to attend state, regional, and national conferences on scientifically-based instructional practices in reading and writing, math, science, social studies, special education, and cultural diversity.	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for professional development will be reviewed and approved if there is an alignment with appropriate citations in either the school's renewal, Title I, or Alternative Technical Assistance plan. A review of completed teachers' Professional Development and Verification forms will be reviewed and approved for participation in off-site professional development training. Barbara Ragin
12. Review and monitor lesson plans for analysis of multiple intelligences, learning styles, higher order thinking, problem solving, and inquiry skills.	Barbara Ragin, Assistant Superintendent and Ernestine Oliver, Curriculum Coordinator	September 2008	Lesson plans review with constructive feedback will be provided to the administrator, ELA and math teachers at least twice per semester. On-site assistance will be provided to teachers demonstrating a need for in writing effective plans and will be noted on the administrator's monthly focused plans. Barbara Ragin
13. Provide teachers with materials and human resources needed to construct standards-based tests aligned with the curriculum.	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for instructional materials will be processed within two weeks of receipt in the Office of Instruction. ELA, math, science, and social studies consultants will be contracted to provide demonstration lessons, observations, conduct book studies, or serve as coaches. Consultants will provide quarterly reports and additional assistance for teachers who are not consistently using best instructional practices as measured by a walkthrough or an observation instrument. Barbara Ragin
14. Provide opportunities for certified staff to attend state, regional, and national conferences on scientifically-based instructional practices in reading and writing, math, science, social studies, special education, and cultural diversity.	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for professional development will be reviewed and approved if there is an alignment with appropriate citations in either the school's renewal, Title I, or Alternative Technical Assistance plan. A review of completed teachers' Professional Development and Verification forms will be reviewed and approved for participation in off-site professional development training. Barbara Ragin
15. Review and monitor lesson plans for analysis of multiple intelligences, learning styles, higher order thinking, problem solving, and inquiry skills.	Barbara Ragin, Assistant Superintendent and Ernestine Oliver, Curriculum	September 2008	Lesson plans review with constructive feedback will be provided to the administrator, ELA and math teachers at least twice per semester. On-site assistance will be provided to teachers demonstrating a need for in writing effective plans and will be noted on the administrator's monthly focused plans.

	Coordinator		Barbara Ragin
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: : By April 1, 2009, **80%** of all content area teachers will demonstrate competency in using data effectively to guide instructional delivery as measured by **4 out of 6 observations** using the district’s observation instrument so that **20%** of students in grades 3-5 will demonstrate 10 points RIT gains or more **from fall 2008) to spring 2009 administration of Measures of Academic Progress (MAP) in Reading/language usage and math.**

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Assist the school in creating a system of support and “coaching” for inexperienced teachers and for teachers having difficulty in teaching the content area of ELA/math in how to develop effective instructional plans and engage students in challenging assignments.	Barbara Ragin, Assistant Superintendent	October 2008	Logs from mentors will be collected and analyzed twice yearly to determine the instructional support provided to teachers by assigned mentors. Inexperienced teachers and veteran teachers lacking pedagogy and methodology will be required to attend an induction class and will also be paired with a coach or consultant. Attendance rosters, class syllabus, and mentor-mentee roster will be maintained. Cindy Risher
2. Provide funds for teachers and the curriculum facilitator to engage in continuous and relevant professional development (conferences and off-campus workshops) aimed at enhancing teachers’ knowledge of content, resources and effective research-based instructional strategies.	Barbara Ragin, Assistant Superintendent	September 2008	Requisitions for professional development will be reviewed and approved if there is an alignment with appropriate citations in either the school’s renewal, Title I, or Alternative Technical Assistance plan. A review of completed teachers’ Professional Development and Verification forms will be reviewed and approved for participation in off-site professional development training. <i>Barbara Ragin</i>
3. Meet with content area teachers at least Twice yearly to engage in test data analysis, curriculum alignment, and calibration to determine rigor and relevance in teaching practices.	Barbara Ragin, Assistant Superintendent	September 2008	At least two sample students’ assignments in ELA and math will be analyzed twice yearly for calibration and alignment. Results of analysis will be provided to teachers with suggested strategies to ensure higher order thinking skills in all lessons. <i>Barbara Ragin</i>
4. Provide the service of consultants and mentors for teachers who historically have a low-performance rate of student passing PACT.	Barbara Ragin Assistant Superintendent	September 2008	Logs from mentors will be collected and analyzed twice yearly to determine the instructional support provided to teachers by assigned mentors. Inexperienced teachers and

			<p>veteran teachers lacking pedagogy and methodology will be required to attend an induction class and will also be paired with a coach or consultant. Attendance rosters, class syllabus, and mentor-mentee roster will be maintained</p> <p><i>Barbara Ragin</i></p>
<p>5. Observe teachers at least twice quarterly to ensure that they are using a variety of student centered instructional strategies that motivate and challenge the students to a higher level of learning.</p>	<p>Barbara Ragin, Assistant Superintendent Cynthia Risher, Technology Director</p>	<p>October 2008</p>	<p>A quarterly report detailing the two completed observations for ELA and math teachers will be provided to the administrator. Consultants contracted by the district will also provide a detailed report on the types and effectiveness of assistance rendered.</p> <p><i>Barbara Ragin</i></p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: *Measures of Academic Progress (MAP)*

Measures of Academic Progress (MAP) – is a state-aligned computerized adaptive test that accurately reflects the instructional level of each student and measure growth over time. This test will be administered three times during the year to all first and second year students in math and English. The tests will provide highly accurate results that can be used to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

Rasch Unit (RIT) - is a unit of measure that uses individual item difficulty values to estimate student achievement on MAP testing. RIT scores create an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale and it has the same meaning regardless of grade level.

Study Island is a web-based program to help prepare our students for PACT. The program is divided into sections based on subject (math, reading, etc.). Each section is made up of 10 to 25 topics, which contain about 20 to 25 questions each. Many topics are accompanied by a lesson, which includes some brief information about the material covered by the questions in the topics.

Word of the Day – will provide strategies to help student engage in learning new words as well as practicing and applying their word knowledge active learning experiences. It expands students' vocabulary to help them become better writers and speakers.

Math out of the Box - Math Out of the Box is considered to be standards-based, research-based, and inquiry-based. A standards-based curriculum can be recognized by the inclusion of mathematics for all students, the inter-connectedness of processes and concepts, the connection to big ideas of mathematics, the continuous building of foundational ideas vertically through the grades, and the thoughtful identification of representations that build intellectual engagement. Research-based curricula are those that are based on the body of knowledge that defines how students learn and how teachers teach. In addition, research-based curricula add to this body of knowledge in a continuous cycle of research and revision. Math Out of the Box is an inquiry-based curriculum in that it is designed so that students construct their own knowledge under the guided instruction of a teacher who has experienced similar knowledge construction.

Early Morning JumpStart – was designed for those students that arrive to school at or before 7:00 A.M. Early Morning JumpStart allows students the opportunity to actively participate in structured math and reading activities that are embedded with technology.

PACT Academy – designed to focus on test taking skills and South Carolina Curriculum Standards; which will prepare the children for Palmetto Achievement Challenge Tests (PACT). Student that score “Basic” and “Proficient” are targeted to enhance their performance since they do not meet criteria for tutoring, summer school, or academic assistance.